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ABSTRACT

This paper presents findings from a study that determined the conditions that encouraged school administrators to move between and among school districts. Data were derived from a survey of 1,010 Nebraska administrators on the membership list of the Nebraska Council of School Administrators. A total of 812 usable responses (an 80.3 percent response rate) were received. Findings indicate that respondents moved in order to improve their salaries, attain higher line positions, or work in larger schools. Unsolicited notes from the respondents pointed to the reality of school politics and personal considerations for administrative movement; many mentioned geographic preferences, stress, and family concerns. A few people did return to the profession after careers in other fields. The most pressing situation concerns the number of administrators who listed retirement as the 5-year career goal (11 percent). Almost one-fifth of superintendents planned to retire within the next 5 years. It is recommended that boards and administrators communicate openly and honestly about mutual expectations, conditions of work career paths, and future plans. Boards should also encourage women and minority populations to attain key administrative positions. Seven tables are included. (LMI)

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Why Administrators Move: Factors Contributing to the Turnover of School Administrators in Nebraska

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Abstract

What reasons do school administrators offer to explain why there is such high mobility in their profession? A study of Nebraska school administrators provided information about why they moved and what their career paths were likely to be for the next five years. Administrators moved for a variety of reasons, but primarily for professional advancement and higher pay. But, there were other reasons. An unanticipated benefit of the study was derived from the numerous letters and notes which were returned with the surveys. The additional data yielded insights about the reality of school politics as an influence in administrative movement and about personal considerations for moving; for example, geographic preferences, stress, and family considerations. The movement was not all one way; a few people returned to the profession after careers in other fields.

The most pressing situation appears related to the number of administrators who listed retirement as their five year career goal. Approximately 11% of all subjects in the study indicated they would retire from their positions within five years. The group with the largest representation of potential retirees was the superintendents; almost one-fifth of them planned to retire during the next five years.

Why Administrators Move: Factors Contributing to Administrative Turnover

Introduction

Among the rituals of Summer is the annual migration of school administrators. It occurs, with regularity, in all states. Administrative positions are vacated for a variety of reasons. Each opening provides an employment opportunity for someone new to school administration or a chance for a current practitioner to "move up." Studies have provided information about why people enter school administrative careers. For example, Jacobsen and Conway (1990) contend, "the desire for upward mobility is simply the first step necessary for entry into educational administration" (p. 169). They also suggested that people seek power and desire to use it to gain something they value (p. 54). In the case of school administrators, this statement could be interpreted as the power to influence instructional strategies, curriculum design and development, personnel decisions, or budget issues. In the area of research related to job turnover, Price (1977), Bluedorn (1977), Mobley(1977), Martin and Hunt (1980), and Bachrach and Mitchell (1983), linked job turnover to multiple variables including increased pay, opportunity for promotion, job dissatisfaction, attitude, and the intentions of a person to move or stay. While most of these variables have been used to explain job turnover, one is often overlooked. The intentions of a person to move or stay is very applicable to school administration. On one hand, the concept advances the notion that people accept a job or position merely to gain experience or to prepare for a job in larger schools district or community. On the other hand, administrators may select a community with the idea that they will remain there for their entire career. In either case, the key word is intention and many times what was intended is likely to be influenced by matters that are outside the realm of the individual.

Many school administrators, like other professional people, move frequently in the course of their careers. According to Lunenburg and Ornstein (1991), "in the past, most school administrators progressed to the top of the school district by working in only one organization. Today many administrators have worked in several organizations before reaching the top (p. 518)." What reasons do administrators provide for leaving their positions; is it for better pay or better working conditions in a new environment? Does stress or dissatisfaction with their current jobs eventually cause them to change location? What are the realities of personal, political or economic pressures in school districts as factors in administrator mobility? Grady and Bryant (1991), in a study of superintendent turnover, categorized critical incidents that damaged professional relationships with boards of education and eventually led to dismissal or voluntary movement of the superintendent. Some of the categories were related to incidents with relatives or friends of school board members, board members interpretation of their roles as well as the roles of administrators, rejection of the superintendent's recommendations on hirings or curriculum matters, and pressures from the community. Lunenburg and Ornstein (p. 319) stated that "it is common knowledge that when there is continued disagreement or a major conflict over policy between the board and the superintendent, the latter is usually replaced."

Aspects of high school principal and superintendent turnover in small schools were examined by Heim and Wilson (1987). They found principal turnover to occur in districts where the following factors were present: heavy workload (lack of assistance), poor relations with teachers, dissatisfaction with pay, and, in some cases, losing football programs. In studies of superintendent tenure, Weller, Brown, and Quinn (1991) advanced the notion that the defeat of school board members in local elections contributed to the turnover of superintendents. Gerardi (1983) examined mobile and non-mobile superintendents in Massachusetts to determine if certain behavioral

differences existed between school leaders who moved and those who did not. His findings indicated that were no significant differences between career-bound and place-bound superintendents in terms of leadership behaviors. However, he found career-bound superintendents to have greater drive and perseverance in completing an earned doctorate and had a higher status in the profession than place-bound superintendents. While numerous studies have been conducted in other states, there was a lack of information about the circumstances that influence Nebraska school administrator to move. In this study, Nebraska school administrators were asked to provide reasons about why they had moved from their previous position and to contemplate their probability of moving within the next five years.

Purposes of the Study

The major purposes of the study were (1) to determine conditions or circumstances that encouraged school administrators to move between and among school districts and (2) to determine the probable career path of school administrators during the next five years. An secondary purpose of the study was to obtain information about the age and gender of Nebraska school administrators. For example, selected demographic information collected about each subject included the age of the subject at the time of this study, their age when appointed to their first administrative position, the number of years they served as a school administrator, and their gender.

Design of the Study

The study was conducted to gain information about circumstances that influenced the career paths of school administrators. To accomplish the purposes of the study, 1010 administrators from Nebraska were surveyed. The entire pool of administrators for the

survey was drawn from membership lists provided by the Nebraska Council of School Administrators(NCSA). Two conditions influenced the selection of association members as subjects for the study; (1) association membership is limited to people who hold an administrative or supervisory certificate and, for the most part, are actively engaged in school administration as a career; and (2) the association is the only statewide professional organization for school administrators that served principals, special education directors, business managers, superintendents, and other administrative personnel at the central office level.

Of those surveyed, 823, or 81.4%, returned the questionnaires. An analysis of the surveys yielded 812 completed forms for a useable return rate of 80.3%.

Profile of Subjects

The survey was mailed to all administrators who held membership in one of the individual professional organizations for school administrators under the umbrella of the state association. Because there were 17 different job categories from which subjects could select, it is important to provide a job profile of the respondents. Over 25% of the respondents were superintendents, 65% were building level administrators and the reamining 10% held program related administrative positions or were central office administrators. The ratio of male to female school administrators was 7:1.

Table 1 contains information about the number of respondents by administrative position and gender. Returns from superintendents made up almost 30% of the total number of respondants. In Nebraska this figure represented the majority of people involved in that position.

Table 1. Number and Gender of Respondents by Administrative Position

POSITION	NUMBER OF RESPONSES	(GENDER) (M)	(F)	PERCENTAGE OF ALL RESPONSES
Superintendent	238	235	03	29.4%
Assistant/Associate Supt.	15	14	01	01.8%
Administrative Assistant	1	01	-	00.1%
Director	17	08	08	02.0%
Supervisor	1	01	-	00.1%
Coordinator	1	01	-	00.1%
Other	14	13	01	01.6%
Principals				
K-12 Principal	10	09	-	01.0%
Principal/Athletic Dir (7-12)	7	07	-	00.8%
High School (7-12)	197	182	15	24.3%
Junior High/Mid. Level	36	35	01	04.4%
Elementary	185	122	63	22.8%
Assistant Principals				
High School (7-12)	83	66	15	09.%7
Junior High/ Mid. Level	7	05	02	00.9%
Elementary	4	01	03	00.5%
Sub-Total	812	696	112	
Number of Missing Cases		04	-	00.5%
TOTAL	812	700	112	100.00%

Discussion of Findings

Title of First Position

The principalship is the apparent entry level route to a career in school administration. The first administrative position obtained by over 33% of the subjects was the high school principalship, while 23% of the respondents listed the elementary principalship as their first time administrative experience of . The building level leadership positions, those of principal, assistant principal or either of those positions combined with that of the athletic director were the initial school administrative positions for 84% of the people who responded to the survey. Table 2 displays the information about the initial administrative positions of the subjects of this study.

Table 2. Title of First Administrative Position

POSITION	NUMBER OF RESPONSES	(GENDER) (M)	(F)	PERCENTAGE OF TOTAL RESPONSE
Superintendent	52	49	03	06.5%
Assistant/Associate Supt.	01	00	01	00.1%
Administrative Assistant	10	05	05	01.2%
Director	19	14	05	02.4%
Supervisor	14	06	08	01.7%
Assistant Supervisor./Director	05	01	02	00.6%

Coordinator	03	03	-	00.4%
Other	28	21	07	03.5%
Principals				
K-12 Principal	29	29	-	03.6%
Principal/Athletic Dir.(7-12)	10	10	-	01.2%
High School (7-12)	269	261	08	33.5%
Junior High/Mid. Level	23	23	-	03.1%
Elementary	185	133	52	22.8%
Assistant Principals				
High School (7-12)	129	107	21	15.9%
Junior High/ Mid. Level	24	24	-	03.0%
Elementary	08	08	-	01.0%
Sub-Total	812	696	112	
Missing Cases		04	-	00.5%
TOTAL	812	700	112	

Age at the Time of the First Administrative Appointment

To be eligible for a Nebraska administrative and supervisory certificate, a candidate must have taught for at least two years at the level at which he or she wishes to serve as a school administrator. For example, an elementary principal candidate must provide evidence of at least two years of successful teaching experience in an elementary school. In theory, all Nebraska school administrators must have had classroom teaching experience prior to their initial administrative experience. Many of the subjects in the study apparently decided early in their teaching careers to pursue the area of school administration. As shown in Table 3, almost 87% of subjects had obtained their initial administrative appointment by the time they were 40 years of age, however, 44.2% of the subjects obtained their first administrative position by the time they were 30 years of age.

Table 3. Age When Appointed to First Administrative Position

AGE	NUMBER	% OF TOTAL	CUM. %
Age 30 or under	359	44.2%	44.2%
Age 31 to 40	344	42.4%	86.6%
Age 41 to 50	74	9.1%	95.7%
Age 51 to 60	7	.8%	96.5%
Age 61 to 70	0	---	96.5%
Missing Cases	28	3.5%	100.0%
Total	812	100.0%	100.0%

A comparison of male and female subjects revealed that men appeared to obtain their first adminstrative position at a somewhat younger age than did women. The average age of men in their first administrative position was approximately 30.23 years, while the average for women was 36.27 years; a difference of almost six years.

Age of School Administrators

In the Spring Semester of 1992, when the data for this study were collected, the ages of the subjects ranged from 21 years to 68 years. When the current ages were compared to the information subjects reported about their age as they first entered school administration, an interesting pattern appeared to develop. Table 4 is a display of the age of practicing administrators at the time of the study. It indicates that those who obtained their administrative positions at a rather young age have remained in the administrative pipeline and are nearing the middle or end of their careers.

Table 4. Age Range of Practicing Nebraska School Administrators - Spring 1992

Age	Number	% of total	Cum. %
Age 30 or under	14	1.7%	1.7%
Age 31 to 40	144	17.6%	19.3%
Age 41 to 50	391	48.1%	67.9%
Age 51 to 60	229	28.2%	96.1%
Age 61 to 70	25	2.9%	99.0%
Missing Cases	09	1.0%	100.0%
Total	812	100.0%	100.0%

A closer analysis of the age data by selected job categories revealed the following information about the average ages of administrators in the study:

- Superintendents 50 1 yearsof age.
- Assistant/Associate Superintendent 49.0 years of age
- Junior High and Middle School Principals 47.1 years of age
- Elementary School Principals 45.9 years of age
- HighSchool Principals (includes Ath. Dir.) 44.6 years.of age
- High School Assistant Principals 43.8 years of age
- Junior High/Middle School Assistant Principals 41.5 years of age

While over 44% of the subjects reported they had entered their first administrative position at age 30 or younger, only 1.7% of those currently practicing are age 30 or younger. The 41-50 age group contained the largest number of administrators while the 51-60 age group was the second largest. It would appear that during the next five to fifteen years, a large number of school administrative positions will become available in the state. This likelihood was further enhanced by the passage of Legislative Bill 292. Provisions of the bill extended full retirement benefits to educators whose term of employment in the state schools when added to their age equalled 90. For example, under the Rule of 90, a 56-year-old school administrator with 34 years of teaching and/or administrative experience in the schools of the state is eligible to retire with full benefits. When Table 3 and Table 4 were analyzed together a pattern appeared to be in place. Table 3 showed a large number of people had entered school administration prior to their thirtieth birthday and between their thirty-first and fortieth birthdays. Table 4 supports the idea that these two groups were currently between the ages of 41 and 60. Conversely, there were very few people below the age of thirty (1.7%) currently practicing as a school administrator as compared to past years. Table 5 indicates that approximately 43% of the state school administrators who practiced during the 1991-92 school year had more than 15 years of experience while 27% had completed 21 or more years.

Table 5. Total Number of Years Administrative Experience

Total Years of Admin. Experience	Number of Respondents	% of Total	Cumulative %
05 years or less	173	21.3%	21.3%
06-10 years	139	17.1%	38.4%
11-15 years	150	18.5%	56.9%
16-20 years	134	16.5%	73.4%
21-25 years	112	13.8%	87.2%
26-30 years	65	08.0%	95.2%
31 or more years	32	03.9%	99.1%
Missing Cases	07	00.9%	100.0%

As might be expected, superintendents registered the longest service record for total years of administrative experience with an average of 18.53 years per person. Elementary principals averaged 12.90 years total experience and high school principals,12.26 years.

Marching Along: Some of the Reasons for Mobility

There are a variety of reasons for job changes and movement within the profession. School administrators, like other professionals, appear to move to acquire "better" positions; usually greater financial reward or higher status in the profession are considered as good reasons to move. This finding was consistent with the results of a study that investigated the intent of people to leave or stay in their current position (Martin 1979). In relation to pay, Martin held that the higher the level of satisfaction with pay, the less likely a person was to leave their position. Slightly over half (50.9%) of the subjects moved to a higher line position; i.e from principal to superintendent, assistant principal to principal, or similar situations. One half (50.2%) of the respondents indicated that an increase in salary was a factor in their movement. Over one-fourth (28.8%) of those who moved went to a larger school district, and one-fifth (20.2%) moved to a larger community. Very few school administrators moved because the job opportunity of a spouse required relocation. However, relocation became a necessity for about 4.5% of Nebraska school administrators due to the consolidation of school districts. Table 6 provides a composite of seven of the eight categories that subjects checked to explain the reasons they moved from their previous position. The eighth category will be treated in a separate section of this report.

Table 6. Reasons Listed for Movement of School Administrators

POSITION	Acquired a Higher Line Position	-Moved to- Larger School	Larger Comm.	Higher Salary	Better Teacher Relations	Spouse Job	Decline Enroll.
Superintendent	107	86	56	117	11	03	24
Asst./Assoc. Supt.	13	05	04	04	01	--	01
Admin. Assistant	01	--	--	--	--	--	--
Director	13	01	--	01	--	--	--
Supervisor	--	--	--	--	--	--	--
Asst.Suprv./Dir.	--	--	--	--	--	--	--
Coordinator		01	01				
Other	06	05	04	03	--	--	--
Principals							
K-12 Principal	06	01	02	07	01	--	01
Principal/Ath. Dir.	09	01	02	04	--	--	01
High School (7-12)	107	51	36	111	06	02	01
Junior High/Mid.	16	15	12	37	02	--	02
Elementary	89	47	30	93	08	05	02
Assistant Principals							
High School (7-12)	41	18	15	37	02	--	04
Prin./Ath. Dir. (7-12)	--	--	--	--	--	--	--
Junior High/ Mid.	04	03	02	05	--	--	01
Elementary	04	--	--	03	01	--	--
TOTAL	416	234	164	422	32	10	37

An eighth category, entitled "other reasons," offered the subjects an opportunity to provide written explanations that were not covered in the first seven. Almost one third (30%) of the respondents selected this category and provided written statements to explain their reasons for moving. This area will be treated as a separate entity since it yielded an abundance of information.

Other Reasons for Moving

An unanticipated outcome of this study was a set of detailed explanations supplied by a large number of the respondents who checked the "other reasons" category and provided an explanation for their departure from their previous positions. In some cases respondents sent letters or notes attached to their survey in order to provide a more detailed account of their concerns or frustrations. In some cases, almost all of the white space on the survey form was used to communicate the reasons why the respondent had moved. Some of the accounts were emotional and wrought with frustration as people recounted their despair at having been asked to leave a position

or at having to leave friends and colleagues behind. Others recounted the happiness they found as they changed positions or, in some cases, careers.

Some school administrators provided written responses to explain a situation that was not listed under the seven general headings in table 6. Their written responses were recorded and divided into five broad categories as follows:

(1) Family-Home-Community/Location Considerations,

(2) Promotion; Personal Challenge-Personal Goal,

(3) Returned to the Profession,

(4) Stress, Working Conditions or Climate, School Board Relations,

(5) Miscellaneous.

Sixty-one people provided written explanations that were categorized as, **Family-Home and Community-Location.** The most often cited reason in this category had to do with moving closer to family and home, followed by better job opportunities in a new location. In several cases, respondents indicated that they experienced a reduction in pay to return to the state from another state, but the opportunity to "return home" or to a community they liked outweighed salary or benefit considerations. It also appeared that people were satisfied with their decisions to move to a location of their choice whether it was away from a rural area to a city or vice-versa, closer to family or closer to opportunities for graduate education. One response from a 38 year old former elementary principal who moved to a superintendency in a small district helped capture the tone of the letters. "My wife wanted to quit working so she could devote more time to our children," he wrote. "We needed to change our lifestyle and the demands on our family to pull it off. So far it has been a great move!"

Under the heading **Promotion-Personal Challenge-Personal Goal**, the majority of the responses were concerned with the respondent's decision to accept a new

challenge or to accept responsibility for a system or building. In many cases, people mentioned that while they enjoyed teaching and had made a difference in the classroom, they wanted to make a difference for a building or a system. In several cases, respondents were encouraged or invited to apply for the administrative position to which they were promoted. Of the sixty-three (63) responses in this category, there appeared to be a positive attitude about change, challenge, and opportunity.

In a few cases the respondents were new to the profession of school administration or they were returning to the profession after absences for a variety of reason. Twenty people provided written explanations that aligned with the category **Returned to the Profession**. Some returned after medical leaves, but the majority of respondents in this area had left the field of education to operate a business or work in another field. Several respondents indicated that they had a desire to work in education upon after retirement from military service. One subject wrote, " I was out of the profession for twenty years and felt a sense of having a contribution to make to education."

Among the most emotional responses were those from people who had experienced personal and professional difficulty in a previous position. A few stated they were involved in circumstances they were unable to control to their satisfaction. This heading was the simplest to name because most respondents mentioned **Stress, Working Conditions, Work Climate, or School Board Relations.** Almost 7% of the people who completed the survey included a note or letter about a stressful working condition or some type of crisis that had inhibited their effectiveness. The majority of those who sent letters or notes in this category were superintendents or high school principals. Comments ranged from poor board or community relations in the former district to burnout, stress, or mental or physical health reasons.

Relationships with a single board member or a majority of board members, election of new board members who had philosophical differences with the superintendent, or actual non-renewal of a contract due to those differences permeated the writings of those who sent explanations of their movement from previous positions. There were several notes that were incredibly sad. One was from a 64 year old superintendent whose contract was not renewed and another was from a person who was trying to rebuild a career six years after having been released from a superintendents position. One person simply stated that he had been asked to leave. One person wrote, "the job became intolerable and I had to quit or become someone I was not able to become." In some cases respondents stated that they simply did not enjoy the administrative positions in their former districts due to stress or working conditions, but were more satisfied in their new position.

Finally, a number of responses were catalogued as **Miscellaneous.** In this category, a frequently mentioned reason for leaving a previous position was because someone invited the person to apply for another job. A few people said they were bored or had stagnated in their previous positions; others stated that they were released as a result of school district consolidation. In two cases, superintendents returned to an elementary or secondary principalship. Seven people indicated they were first time administrators, and five people indicated they had never moved from their school system.

The Next Five Years

Almost everyone looks forward to a positive future as they make plans for the short and long term. The school administrators in the survey provided a glimpse of the near term by their responses to the question, " What are your career plans for the next five years?" The total number of responses to this question was more than 100% because

people selected more than one option provided for this question. With that fact in mind, it appears that a majority of people (57%) plan to remain in their current positions for the next five years. The superintendents, as a group, considered a move to a similar position in another district as a distinct possibility during the next five years. Over 40% of the superintendents in this study indicated they would move to a similar position in another district during the next five years. One superintendent may have captured the sentiment of many of the others. He noted," I'm not certain we can plan to remain in the same position for five years." Table 7 illustrates the reported five year plans of school administrators.

Table 7. Career Plans of Nebraska School Administrators for the Next Five Years.

POSITION	Remain Present Job	Seek Similar Position in Another Dist.	Seek a Higher Line Position	Another Position in Education	Position Outside Education	Retire
Superintendent	124	99	15	26	13	45
Asst./Assoc. Supt.	09	03	05	03	01	--
Admin. Assistant	01	--	--	--	--	--
Director	08	03	03	02	--	02
Supervisor	01	--	--	--	--	--
Asst.Suprv./Dir.	--	--	--	--	--	--
Coordinator	--	--	--	--	--	01
Other	09	03	--	--	--	01
Principals						
K-12 Principal	02	03	03	01	01	--
Principal/Ath. Dir.	01	03	02	--	--	--
High School (7-12)	115	42	59	11	07	11
Junior High/Mid.	24	06	08	04	01	06
Elementary	131	33	24	18	03	21
Assistant Principals						
High School (7-12)	36	06	42	09	01	05
Prin/Ath.Dir (7-12)	01	03	02	--	01	01
Junior High/ Mid.	01	--	06	01	--	01
Elementary	--	--	03	01	--	--
TOTAL	463	204	172	76	28	94
% of all Respondents	57%	25%	21%	9%	3%	11.5%

The retirement option appeared to be an open route for 11.5% of the subjects. Almost one-half of those who anticipated retirement during the next five years were superintendents and about one-fifth were elementary principals. Nebraska stands to lose a significant proportion of its most experienced school administrators within the next five years.

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Conclusions and Recommendations

This study suggests that a majority of school administrators moved for much the same reasons other professionals moved; to improve their salaries and to attain higher line positions. The data suggests that administrators usually vacated positions in smaller schools in favor of opportunities in larger schools. These findings are consistent with a study conducted by Martin (1979) and others. The results of this study yielded important information about some of underlying circumstances that contribute to mobility among school administrators. The comments that accompanied the surveys indicated some of the movement was attributed to stress, poor relations with boards or community, and disagreements between administrators and boards over philosophies of education. It appeared that school superintendents were more likely to move than other school administrators. About 40% of the superintendents, 20% of the high school principals, and 18% of the elementary principals plan to move to similar positions in other districts during the next five years. From comments supplied by respondents, disagreements with boards and school politics may be major contributors to the movement of superintendent s.

- It is recommended that boards and administrators communicate openly and honestly about mutual expectations, conditions of work, career paths, and future plans. Dialogue serves to build consensus, trust, and understanding. High turnover of school administrators does not benefit the district or the administrator.

A high percentage (93.4%) of school superintendents in America are male (Glass, 1992). The figure is somewhat higher in Nebraska. For all classes of administrative positions examined in this study 86.6% were held by men and 13.4% were held by women. The majority of the female respondents to the survey were principals or

program directors and only 2 of the 238 superintendents who responded to the survey were women.

- It is incumbent that women and other minority populations continue to receive support and encouragement to attain key administrative posts. Schools must commit to affirmative action and provide opportunities for all talented people who possess the skill and attitudes required in administrative positions.

During the next five years there appears to be ample opportunity to enter school administration in Nebraska. While over half of the administrators reported they would continue in their present position, more than 11% of the respondents to this survey indicated they plan to retire during the next five years. Almost 19% of the Nebraska superintendents who responded indicated they would retire within five years. This figure is substantially higher than the national figure of 13.6% reported by Glass (1992).

It is also important to note that 31% of the subjects in this study were between the ages of 50 and 59 years. As early retirement incentives, such as the Rule of 90, which was mentioned earlier, continue to be promulgated, this large pool of administrators will become eligible for early retirement options very soon. This situation will create an opportunity for people holding certification as educational administrators but may also create a crisis in the schools due to their lack of experience.

- Expected improvements in the state retirement formula may provide additional reason for many school administrators to exit early. People interested in administrative positions should be aware of these developments as well as other employment trends. School boards and administrators should maintain linkages with professional associations and post-secondary institutions that prepare school administrators.

Respondents indicated one reason for moving was the opportunity to impact or influence a larger audience. If it is reasonable to assume that people move to attain more status, to acquire more power and influence, and to use that influence for the betterment of the organization, i.e., to bring about change; how does their length of stay in a position impact their effectiveness?

- Consideration should be given to the length of time it may take for an administrator to positively influence change at the building or district level. When district officials begin their search for a school administrator, they may want to consider the following questions:
    1) can a "new" administrator influence the necessary changes , and
    2) how long might it take to accomplish the needed changes in a district or building?

A final area worth discussion focuses on the changing nature of administrative work within schools. Murphy and Hallinger (1992) accurately reflected the changes that have taken place due to school restructuring. Their conclusion indicated that decentralization at the district level will likely influence modifications of job roles and job expectations. The behaviors, attitudes, and skills that were once expected from school administrators may no longer be the norm. If participatory or collaborative management models prove to be effective links to positive outcomes for schools and students, some of the administrators who subscribe to scientific or bureaucratic models may chose to exit rather than retrain. In that sense,school reform and restructuring may have an influence on the movement of school administrators?

It is hoped that this study and others of a similar nature may assist in building an understanding about the conditions of work and the influences that cause school administrators to be mobile. It is evident that the reasons for moving are many. What remains is to determine to what extent the mobility of administrative leaders impacts

the outcomes of schooling. For example, the effective schools research indicates that principals are key players in setting the educational tone for the entire school. Will outcomes for students or the attitudes of faculty be affected in any way when the principal departs and is replaced by someone new? Will a district that experienced sound, strategic planning as a result of superintendent leadership change when he or she departs? If school leadership changes frequently, regardless of the reasons, what is the net result for the schools and the students?

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